Developing an Asset Based Perspective on Immigrant Students

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IMMIGRANT STUDENT SUCCESS:
Models & Tools for K-12 & Adult Educators

Online Workshop
The ILC Public Education Institute
Malden, MA
The need for self-reflection

- What do I bring to the conversation?
- What is my approach to my immigrant students?
Why self-reflection?

- To **analyze** beliefs, values, cultural practices (assumption analysis).

- To **be aware** of the specific context that create the assumption (contextual awareness).
Why self-reflection?

- To **imagine** alternative ways of thinking = “thinking outside the box” (imaginative speculation).

- To **question** patterns of behavior and interaction (reflective skepticism).
The asset-based model

- Builds on data and stories
- Focuses on potential and strengths
- Challenges deficit-based narrative
Tara Yosso’s Community Cultural Wealth model

Community Cultural Wealth

- Aspirational capital
- Familial capital
- Social capital
- Navigational capital
- Linguistic capital
- Resistant capital

Cultural capital

From Tara Yosso’s Whose culture has capital? A critical race theory discussion of community and cultural wealth, Race Ethnicity and Education, Vol. 8, No. 1, March 2005
Mapping immigrant students’ assets

- Aspirations/Culture of Possibility:
  - Have high aspirations
  - Recognize value of education
  - Are hopeful about future

- Language:
  - Employ two or more languages
  - Engage with formal and informal modes of expression
Mapping immigrant students’ assets

- (Extended) Family:
  - Family examples of strength & determination
  - Family encourages education
  - Recognize and embrace sacrifice made to attend school

- Social/Networks:
  - Form peer networks
  - Peer validation
  - Strong communities of origin
Mapping immigrant students’ assets

- Navigational skills/Success:
  - Operate in liminal spaces (transition)
  - Cross multiple, distinct social contexts
  - Dislocate and relocate
  - Adapt to new culture
  - Develop inner strength; determination to succeed
Mapping immigrant students’ assets

- Resistance/Resilience:
  - Resist stereotypes
  - Overcome hardships: poverty, lack of guidance and resources
Mapping immigrant students’ assets

- What does Mai T. Yang bring to her classroom/school?

https://www.youtube.com/watch?v=g6t5ija7h-o
Mapping immigrant students’ assets

- **INDIVIDUAL EXERCISE:** Using the presented model, find examples of assets/capitals that Mai T. Yang brings to her school/classroom.

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<th>Assets</th>
<th>Examples from Mai’s story</th>
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<tbody>
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<td>Aspirations</td>
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<td>Language</td>
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<td>Family</td>
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Mapping immigrant students’ assets

- **SMALL-GROUP DISCUSSION:** Share and discuss how each asset does/can benefit your school/program or classroom?

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<th>How does/could this asset benefit my school/program, the whole classroom?</th>
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